

The following framework revisions are critical in maintaining high-quality history-social science integrity and viability in California:

**1. Elimination of the 9th grade gap**

A re-ordering of the content domains of geography, civics, history, and economics that is developmentally appropriate at each grade level is necessary in building a comprehensive system of K-12 history-social science program with sequential content at each grade level.

**2. A coherent, sequential, and developmentally appropriate set of grade level standards**

Developmentally appropriate standards and a logical sequence of classes that supports the scaffolding of knowledge and building of skills for appropriate grade levels (e.g. world history in grades 9 and 10, U.S. History in grades 7 and 8, U.S. Geography and World Geography at grades 5 and 6) are an essential component of high quality history-social science. The current curriculum for upper elementary (at grades 5 and 6) is not developmentally appropriate.

**3. A comprehensive and multi-faceted assessment system**

Adoption of a variety of assessment formats beyond memory/recall and multiple choice tests, e.g. student portfolios, writing, presentations (e.g. debate, mock trials, mock hearings), projects (e.g. public policy proposals, service learning), and other performance-based instruments with content that addresses geographic, economic, civic, and historical concepts, knowledge, vocabulary, integrated themes, and the inter-connectedness of the all **social science disciplines is an essential component of high quality history-social science.**

**4. Integrate all the social science disciplines at all grade levels**

It is necessary to articulate clear learning goals of disciplinary content in geography, civic education, history, and economics at every grade level and integrate skills such as participatory skills, cognitive skills, and literacy skills in the content of each set of grade level standards for a high-quality history-social science program.

**5. Civic education at all grade levels**

Civic learning goals and curricula that require and reinforce deep understandings and depth of knowledge in content, skills, and dispositions with instruction that incorporates active citizenship education opportunities and activities within the school day calendar and throughout the grade levels are an essential component of high quality history-social science.

***Frances L. (Cricket) Kidwell, Ed.D.***  
***Education Consultant/Curriculum Specialist***  
***CSUC School of Education - Faculty***  
**[cfkidwell84@gmail.com](mailto:cfkidwell84@gmail.com)**